



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A.
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.

Frameworks



THE DIOCESE
of ALEXANDRIA

HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

English III



THE DIOCESE
of ALEXANDRIA

YEAR AT A GLANCE:

Unit	Anchor Text	Unit Focus	Text Complexity	Content and Standards
1	The Scarlet Letter, Nathaniel Hawthorne	Religious influence in the United States	Very complex	Examine foundational literary works, speeches, and documents; build historical knowledge
2	Our Town, Thornton Wilder	Society, self-reliance	Moderately complex	Determine authors' purpose, analyze how a central idea is developed, evaluate and compare effective arguments
3	Connecticut Yankee in King Arthur's Court, Mark Twain	Tradition and change	Moderately complex	Examine how authors use devices and structure to develop unique styles, analysis of satire
4	American Dream, Jim Cullen	The American Dream	Moderately complex	Analyze authors' choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.



- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily Activities

Student Focus Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GA.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GA.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GA.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GA.4	Share how literature can contribute to strengthening one's moral character.



Guidebook 2.0 Unit 1 – The Scarlet Letter

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards
<u>The Scarlet Letter</u>, Nathaniel Hawthorne (Literary)	<u>Literary Texts (Fiction)</u> • <u>“The Minister’s Black Veil,”</u> Nathaniel Hawthorne • <u>“The Devil and Tom Walker,”</u> Washington Irving • <u>“The Hollow Men,”</u> T. S. Eliot <u>Informational Texts</u> • Paragraphs 21-27, 29-30, 38-39, and 44 from <u>Sinners in the Hands of an Angry God</u>, Jonathan Edwards • <u>“How Religion in the United States Avails Itself of Democratic Tendencies”</u> from <i>Democracy in America</i>, Alexis de Tocqueville • <u>John Brown’s Speech to the Court at His Trial</u>, John Brown • <u>Second Inaugural Address</u>, Abraham Lincoln • <u>The Virginia Act for Establishing Religious Freedom</u>, Thomas Jefferson • <u>Wisconsin v. Yoder (No. 70-110)</u>, Supreme Court of the United States • December 23, 1776, entry from <u>The Crisis, No. 1</u>, Thomas Paine • Last two paragraphs from <u>“A Model of Christian Charity,”</u> John Winthrop <u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u> • Gallup Poll Results on <u>Religion Americans Say More Religion in US Would Be Positive from Gallop Frank Newport (video)</u>	Students explore the role and impact religion had on the establishment of the American colonies and its continued influence throughout the formation of the American identity. Foundational literary works, speeches, and documents illustrate the nature of religious influence on periods in US history. Other informational texts provide students the opportunity to discuss the nature of religious influence in modern America.	Reading Literary Texts RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10 Informational Texts RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9 RI.11-12.10 Text Use Examine foundational literary works, speeches, and documents; build historical knowledge Writing W.11-12.1a-e W.11-12.2a-f W.11-12.4 W.11-12.5 W.9-10.6 W.11-12.7 W.11-12.8 W.11-12.9a-b W.11-12.10 Speaking & Listening SL.11-12.1a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6 Language L.11-12.1a-b L.11-12.2a-b L.11-12.3a L.11-12.4.a-d L.11-12.5a-b L.11-12.6



Guidebook 2.0 Unit 1 - The Scarlet Letter

TYPE	Unit 1: The Scarlet Letter ~ SUMMATIVE UNIT ASSESSMENTS	Standards Alignment	
Culminating Writing Task	Student Prompt: <i>The Scarlet Letter</i> contains a number of significant symbols. Write a literary analysis that examines how Hawthorne's choices in character development, setting development, and the structure of events contribute to the development of two central ideas of <i>The Scarlet Letter</i> . In the analysis, focus on how word choice, tone, and symbolism contribute to the development of characters, setting, and events of the novel. Provide strong and thorough textual evidence that is integrated while maintaining the flow of ideas and including proper citation	<i>(Note: Standards alignment depends on question content)</i>	
		RL.11-12.1	W.11-12.2a-e
		RL.11-12.2	W.11-12.1a-b
		RL.11-12.3	W.11-12.8
		RL.11-12.4	W.11-12.10
		RL.11-12.5	L.11-12.1
		RL.11-12.5a	L.11-12.2a-b

To access the Guidebook 2.0 unit for the "Scarlet Letter" click on the following Hyperlink.

<https://learnzillion.com/resources/109496-scarlet-letter>



Guidebook 2.0 Unit 2 – *A Connecticut Yankee in King Arthur's Court*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																						
<u>A Connecticut Yankee in King Arthur's Court</u> , Mark Twain (<u>eBook</u> ¹) (Literary)	Literary Texts (Fiction) • <u>"The Pedestrian,"</u> Ray Bradbury • <u>"A Good Man Is Hard to Find,"</u> Flannery O'Connor (<u>Audio</u>) • <u>"A Rose for Emily,"</u> William Faulkner • <u>"The End of Something,"</u> Ernest Hemingway	Students learn how changing worldviews resulting from industrialization and war led artists to find new ways of understanding the world. Students explore the concepts of tradition and change as they examine how authors use devices and structure to develop unique styles, as a means of reflecting their interpretation of the modern world.	Reading <table><tr><th>Literary Texts:</th><th>Informational Text</th></tr><tr><td>RL.11-12.1</td><td>RI.11-12.1</td></tr><tr><td>RL.11-12.2</td><td>RI.11-12.2</td></tr><tr><td>RL.11-12.3</td><td>RI.11-12.3</td></tr><tr><td>RL.11-12.4</td><td>RI.11-12.4</td></tr><tr><td>RL.11-12.5</td><td>RI.11-12.5</td></tr><tr><td>RL.11-12.6</td><td>RI.11-12.6</td></tr><tr><td>RL.11-12.10</td><td>RI.11-12.6</td></tr><tr><td></td><td>RI.11-12.8</td></tr><tr><td></td><td>RI.11-12.9</td></tr><tr><td></td><td>RI.11-12.10</td></tr></table>	Literary Texts:	Informational Text	RL.11-12.1	RI.11-12.1	RL.11-12.2	RI.11-12.2	RL.11-12.3	RI.11-12.3	RL.11-12.4	RI.11-12.4	RL.11-12.5	RI.11-12.5	RL.11-12.6	RI.11-12.6	RL.11-12.10	RI.11-12.6		RI.11-12.8		RI.11-12.9		RI.11-12.10
	Literary Texts:	Informational Text																							
	RL.11-12.1	RI.11-12.1																							
RL.11-12.2	RI.11-12.2																								
RL.11-12.3	RI.11-12.3																								
RL.11-12.4	RI.11-12.4																								
RL.11-12.5	RI.11-12.5																								
RL.11-12.6	RI.11-12.6																								
RL.11-12.10	RI.11-12.6																								
	RI.11-12.8																								
	RI.11-12.9																								
	RI.11-12.10																								
Informational Texts (Nonfiction) • "Is He Serious and Other Ironies" from <i>How to Read Literature Like a Professor</i>, Thomas C. Foster • <u>"The Fear of Change"</u> (pages 99-105) from <i>Ford Ideals</i>, Henry Ford • <u>"The Gospel of Wealth,"</u> Andrew Carnegie • <u>Nobel Prize Banquet Speech</u>, William Faulkner (<u>Audio</u>)	Text Use	Writing <table><tr><td>W.11-12.1a-e</td><td>W.11-12.6</td></tr><tr><td>W.11-12.2a-f</td><td>W.11-12.7</td></tr><tr><td>W.11-12.3-e</td><td>W.11-12.8</td></tr><tr><td>W.11-12.4</td><td>W.11-12.9a-b</td></tr><tr><td>W.11-12.5</td><td>W.11-12.10</td></tr></table>	W.11-12.1a-e	W.11-12.6	W.11-12.2a-f	W.11-12.7	W.11-12.3-e	W.11-12.8	W.11-12.4	W.11-12.9a-b	W.11-12.5	W.11-12.10													
W.11-12.1a-e	W.11-12.6																								
W.11-12.2a-f	W.11-12.7																								
W.11-12.3-e	W.11-12.8																								
W.11-12.4	W.11-12.9a-b																								
W.11-12.5	W.11-12.10																								
Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) • <u>Radio Broadcast</u> of "Every Man a King" Speech, Huey Long	Examine how authors use devices and structure to develop unique styles, analyze satire	Speaking & Listening <table><tr><td>SL.11-12.1a-d</td><td>SL.11-12.4</td></tr><tr><td>SL.11-12.2</td><td>SL.11-12-10.6</td></tr><tr><td>SL.11-12.3</td><td></td></tr></table> Language <table><tr><td>L.11-12.1a-b</td><td>L.11-12.4a-d</td></tr><tr><td>L.11-12.2a-b</td><td>L.11-12.5a-b</td></tr><tr><td>L.11-12.3a</td><td></td></tr></table>	SL.11-12.1a-d	SL.11-12.4	SL.11-12.2	SL.11-12-10.6	SL.11-12.3		L.11-12.1a-b	L.11-12.4a-d	L.11-12.2a-b	L.11-12.5a-b	L.11-12.3a												
SL.11-12.1a-d	SL.11-12.4																								
SL.11-12.2	SL.11-12-10.6																								
SL.11-12.3																									
L.11-12.1a-b	L.11-12.4a-d																								
L.11-12.2a-b	L.11-12.5a-b																								
L.11-12.3a																									



Guidebook 2.0 Unit 2 - *A Connecticut Yankee in King Arthur's Court*

TYPE	Unit 2: <i>A Connecticut Yankee in King Arthur's Court</i> ~ SUMMATIVE UNIT ASSESSMENTS	Standards Alignment
Culminating Writing Task	Student Prompt: Choose three specific ideas from <i>A Connecticut Yankee in King Arthur's Court</i> that relate to social conditions in the late 19th century. Explain how Twain comments on and/or criticizes those social issues through word choice, devices he uses, and choices he makes for the setting, characters, events, and/or text structure. (RL.11-12.3 , RL.11-12.4 , RL.11-12.5 , L.11-12.5a-b) Conclude the essay by stating and defending a claim about Twain's purpose and style: Does Twain effectively deliver his message and impact readers? (RL.11-12.1 , W.11-12.1a-c , W.11-12.2a-f , W.11-12.9a , W.11-12.10)	(Note: Standards alignment depends on question content)
		RL.11-12.1 W.11-12.1a-c
		RL.11-12.3 W.11-12.2a-f
		RL.11-12.4 W.11-12.9a
		RL.11-12.5 W.11-12.10
		L.11-12.5a-b

To access the Guidebook 2.0 unit for “A Connecticut Yankee in King Arthur’s Court” click on the following hyperlink.

<https://learnzillion.com/resources/109501-connecticut-yankee>

English III



THE DIOCESE
of ALEXANDRIA

Guidebook 2.0 Unit 3 – Our Town

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																								
<u>Our Town</u> , Thornton Wilder (Literary)	<u>Literary Texts (Fiction)</u> • <u>“Contents of the Dead Man’s Pocket,”</u> Jack Finney • <u>“Song of Myself,”</u> Walt Whitman (Poem) • <u>“Mending Wall,”</u> Robert Frost (Poem) • <u>“The Interlopers,”</u> Saki • <u>“The Story of an Hour,”</u> Kate Chopin • <u>“The Bath,”</u> Raymond Carver • Paragraphs 1-4 and 31 of <u>The Adventures of Huckleberry Finn</u>, Mark Twain	Students explore the concepts of societal expectations and individualism, and how authors portray the ongoing conflict between society and self.	Reading <table><tr><td>Literary Texts:</td><td>Informational Text</td></tr><tr><td>RL.11-12.1</td><td>RI.11-12.1</td></tr><tr><td>RL.11-12.2</td><td>RI.11-12.2</td></tr><tr><td>RL.11-12.3</td><td>RI.11-12.2</td></tr><tr><td>RL.11-12.4</td><td>RI.11-12.3</td></tr><tr><td>RL.11-12.5</td><td>RI.11-12.4</td></tr><tr><td>RL.11-12.6</td><td>RI.11-12.5</td></tr><tr><td>RL.11-12.7</td><td>RI.11-12.6</td></tr><tr><td>RI.11-12.9</td><td>RI.11-12.7</td></tr><tr><td>RL.11-12.10</td><td>RI.11-12.8</td></tr><tr><td></td><td>RI.11-12.9</td></tr><tr><td></td><td>RI.11-12.10</td></tr></table>	Literary Texts:	Informational Text	RL.11-12.1	RI.11-12.1	RL.11-12.2	RI.11-12.2	RL.11-12.3	RI.11-12.2	RL.11-12.4	RI.11-12.3	RL.11-12.5	RI.11-12.4	RL.11-12.6	RI.11-12.5	RL.11-12.7	RI.11-12.6	RI.11-12.9	RI.11-12.7	RL.11-12.10	RI.11-12.8		RI.11-12.9		RI.11-12.10
	Literary Texts:	Informational Text																									
	RL.11-12.1	RI.11-12.1																									
RL.11-12.2	RI.11-12.2																										
RL.11-12.3	RI.11-12.2																										
RL.11-12.4	RI.11-12.3																										
RL.11-12.5	RI.11-12.4																										
RL.11-12.6	RI.11-12.5																										
RL.11-12.7	RI.11-12.6																										
RI.11-12.9	RI.11-12.7																										
RL.11-12.10	RI.11-12.8																										
	RI.11-12.9																										
	RI.11-12.10																										
	<u>Informational Texts (Nonfiction)</u> • Excerpts from <i>Bowling Alone</i>, Robert Putnam • <u>“Self-Reliance,”</u> Ralph Waldo Emerson • <u>“The End of Solitude,”</u> William Deresiewicz • <u>“The Essentiality of Individualism in Modern America,”</u> Caleb Jacobo • <u>“Volume II, Section 2, Chapter VIII, How the Americans Combat Individualism by the Principle of Self-Interest Rightly Understood,”</u> Alexis de Tocqueville	Text Use Determine author’s purpose, analyze how a central idea is developed, evaluate and compare effective arguments	Writing <table><tr><td>W.11-12.1a-e</td><td>W.11-12.6</td></tr><tr><td>W.11-12.2a-f</td><td>W.11-12.7</td></tr><tr><td>W.11-12.3a-e</td><td>W.11-12.8</td></tr><tr><td>W.11-12.4</td><td>W.11-12.9a-b</td></tr><tr><td>W.11-12.5</td><td>W.11-12.10</td></tr></table> Speaking & Listening <table><tr><td>SL.11-12.1a-d</td><td>SL.11-12.4</td></tr><tr><td>SL.11-12.2</td><td>SL.11-12.5</td></tr><tr><td>SL.11-12.3</td><td>SL.11-12.6</td></tr></table> Language <table><tr><td>L.11-12.1</td><td>L.11-12.4a-d</td></tr><tr><td>L.11-12.2a-b</td><td>L.11-12.5a-b</td></tr><tr><td>L.11-12.3a</td><td>L.11-12.6</td></tr></table>	W.11-12.1a-e	W.11-12.6	W.11-12.2a-f	W.11-12.7	W.11-12.3a-e	W.11-12.8	W.11-12.4	W.11-12.9a-b	W.11-12.5	W.11-12.10	SL.11-12.1a-d	SL.11-12.4	SL.11-12.2	SL.11-12.5	SL.11-12.3	SL.11-12.6	L.11-12.1	L.11-12.4a-d	L.11-12.2a-b	L.11-12.5a-b	L.11-12.3a	L.11-12.6		
W.11-12.1a-e	W.11-12.6																										
W.11-12.2a-f	W.11-12.7																										
W.11-12.3a-e	W.11-12.8																										
W.11-12.4	W.11-12.9a-b																										
W.11-12.5	W.11-12.10																										
SL.11-12.1a-d	SL.11-12.4																										
SL.11-12.2	SL.11-12.5																										
SL.11-12.3	SL.11-12.6																										
L.11-12.1	L.11-12.4a-d																										
L.11-12.2a-b	L.11-12.5a-b																										
L.11-12.3a	L.11-12.6																										
	<u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u> • <i>Our Town</i> videos																										



Guidebook 2.0 Unit 3 – *Our Town*

TYPE	Unit 4: <i>Our Town</i> ~ SUMMATIVE UNIT ASSESSMENTS	Standards Alignment
Culminating Writing Task	Student Prompt: Consider Deresiewicz’s essay and Putnam’s theory that urbanization and technological advances have changed how people interact within their community. Develop a composition in which this theory is applied to <i>Our Town</i> . Grover’s Corners is a small town where everyone knows each other. Does Wilder paint a picture of true community? What messages about community and the individual or visibility and intimacy does Wilder convey in the play? Support your answer with specific information from the texts.	(Note: Standards alignment depends on question content)
		RL.11-12.1
		RI.11-12.2
		RI.11-12.9
		RI.11-12.9



Guidebook 2.0 Unit 4 – *The American Dream*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																				
The American Dream: A Short History of an Idea That Shaped a Nation, Jim Cullen (Informational)	<u>Literary Texts (Fiction)</u> • The Great Gatsby, F. Scott Fitzgerald (eBook) • “Ex-Basketball Player,” John Updike • Acts 1 and 2 of The Death of a Salesman, Arthur Miller • “The Egg,” Sherwood Anderson • “I Hear America Singing,” Walt Whitman • “Let America Be America Again,” Langston Hughes	Students learn about the American Dream through various texts. They explore how foundational American literature treats the topic and consider different perspectives.	Reading <table><tr><th>Literary Texts:</th><th>Informational Text</th></tr><tr><td>RL.11-12.1</td><td>RI.11-12.1</td></tr><tr><td>RL.11-12.2</td><td>RI.11-12.2</td></tr><tr><td>RL.11-12.3</td><td>RI.11-12.3</td></tr><tr><td>RL.11-12.4</td><td>RI.11-12.4</td></tr><tr><td>RL.11-12.5</td><td>RI.11-12.5</td></tr><tr><td>RL.11-12.7</td><td>RI.11-12.5</td></tr><tr><td>RL.11-12.10</td><td>RI.11-12.6</td></tr><tr><td></td><td>RI.11-12.7</td></tr><tr><td></td><td>RI.11-12.10</td></tr></table>	Literary Texts:	Informational Text	RL.11-12.1	RI.11-12.1	RL.11-12.2	RI.11-12.2	RL.11-12.3	RI.11-12.3	RL.11-12.4	RI.11-12.4	RL.11-12.5	RI.11-12.5	RL.11-12.7	RI.11-12.5	RL.11-12.10	RI.11-12.6		RI.11-12.7		RI.11-12.10
	Literary Texts:	Informational Text																					
	RL.11-12.1	RI.11-12.1																					
RL.11-12.2	RI.11-12.2																						
RL.11-12.3	RI.11-12.3																						
RL.11-12.4	RI.11-12.4																						
RL.11-12.5	RI.11-12.5																						
RL.11-12.7	RI.11-12.5																						
RL.11-12.10	RI.11-12.6																						
	RI.11-12.7																						
	RI.11-12.10																						
<u>Informational Texts (Nonfiction)</u> • “Volume II: Chapter XIII, Why the Americans Are So Restless in the Midst of Their Prosperity,” Alexis de Tocqueville • “The Fallacy of Success,” G. K. Chesterton • “A Quilt of a Country,” Anna Quindlen • “American Dream Faces Harsh New Reality,” Ari Shapiro	Text Use	Writing <table><tr><td>W.11-12.1a-e</td><td>W.11-12.7</td></tr><tr><td>W.11-12.2a-f</td><td>W.11-12.8</td></tr><tr><td>W.11-12.4</td><td>W.11-12.9a-b</td></tr><tr><td>W.11-12.5</td><td>W.11-12.10</td></tr><tr><td>W.11-12.6</td><td></td></tr></table>	W.11-12.1a-e	W.11-12.7	W.11-12.2a-f	W.11-12.8	W.11-12.4	W.11-12.9a-b	W.11-12.5	W.11-12.10	W.11-12.6												
W.11-12.1a-e	W.11-12.7																						
W.11-12.2a-f	W.11-12.8																						
W.11-12.4	W.11-12.9a-b																						
W.11-12.5	W.11-12.10																						
W.11-12.6																							
<u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u> • “Hollywood Dreams of Wealth, Youth, and Beauty,” Bob Mondello (Text and Audio) • “Grad Who Beat the Odds Asks, Why Not the Others?” Claudio Sanchez (Text and Audio)	Analyze authors’ choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts	Speaking & Listening <table><tr><td>SL.11-12.1a-d</td><td>SL.11-12.4</td></tr><tr><td>SL.11-12.2</td><td>SL.11-12.5</td></tr><tr><td>SL.11-12.3</td><td>SL.11-12.6</td></tr></table> Language <table><tr><td>L.11-12.1a-b</td><td>L.11-12.4a-d</td></tr><tr><td>L.11-12.2a</td><td>L.11-12.5a-b</td></tr><tr><td>L.11-12.3a</td><td>L.11-12.6</td></tr></table>	SL.11-12.1a-d	SL.11-12.4	SL.11-12.2	SL.11-12.5	SL.11-12.3	SL.11-12.6	L.11-12.1a-b	L.11-12.4a-d	L.11-12.2a	L.11-12.5a-b	L.11-12.3a	L.11-12.6									
SL.11-12.1a-d	SL.11-12.4																						
SL.11-12.2	SL.11-12.5																						
SL.11-12.3	SL.11-12.6																						
L.11-12.1a-b	L.11-12.4a-d																						
L.11-12.2a	L.11-12.5a-b																						
L.11-12.3a	L.11-12.6																						



Guidebook 2.0 Unit 4 – *The American Dream*

TYPE	Unit 4: <i>The American Dream</i> ~ SUMMATIVE UNIT ASSESSMENTS	Standards Alignment	
Culminating Writing Task	Student Prompt: Discuss the American Dream as described by Cullen and relate his ideas to at least two other texts from the unit. What are two central ideas Cullen develops in <i>The American Dream</i>? How do the ideas interact and build on each other over the course of the text? How do the various texts in the unit treat the topic of the American Dream as described by Cullen? Write an essay responding to the prompt above that conveys complex ideas clearly and accurately through the effective selection, organization, and analysis of text. Be sure to demonstrate a strong command of the conventions of standard English grammar and usage when writing.	<i>(Note: Standards alignment depends on question content)</i>	
		RL.11-12.9	W.11-12.1a-c
		RI.11-12.2	W.11-12.2a-f
		RI.11-12.3	W.11-12.9a
		RI.11-12.9	W.11-12.10